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This report summarizes a meeting sponsored by the Bureau of Indian Affairs and carried out by the Center for Applied Linguistics to outline a bilingual kindergarten program in which Navajo would be the main medium for kindergarten activities, with oral English introduced as a subject. The meeting was the direct outcome of the recommendations of "The Study of the Problems of Teaching English to American Indians" conducted by the CAL and sponsored by the BIA in 1967. (See ED 014 727.) Agreed on were (1) the endorsement of the concept of bilingual kindergartens for Navajo children; (2) the vital importance of involving Navajo parents and community; (3) the need for general information on bilingual education; (4) the teaching of Navajo culture in the kindergarten; and (5) the necessity for listing English structures and vocabulary items to be covered during the kindergarten year, indicating phonological, morphological, and syntactic problems of interference from Navajo. Least agreement was on how to teach English at kindergarten level (a "play" approach using songs, games, and other activities, vs. more formal instruction using linguistically structured materials). It was suggested that several models be worked out, offering alternative approaches. Recommendations concerning general policy, the bilingual curriculum, and the preparation of teachers are presented. (AMM)

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PLANNING CONFERENCE FOR A BILINGUAL KINDERGARTEN PROGRAM FOR NAVAJO CHILDREN

Conclusions and Recommendations

October 11-12, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CENTER FOR APPLIED LINGUISTICS

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
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THE BUREAU OF INDIAN AFFAIRS
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PREFACE

Planning Conference for a Bilingual Kindergarten Program for Navajo Children: Conclusions and Recommendations, October 11-12, 1968 reports briefly on a conference organized and conducted by the English for Speakers of Other Languages Program of the Center for Applied Linguistics under contract with the Bureau of Indian Affairs of the United States Department of the Interior.

The conclusions and recommendations in this report are based on the two-day discussions that took place at the conference. A draft version of the report was submitted to the Consultants for their comments and criticisms before this final version was prepared.

The Center wishes to express its thanks to the Consultants and other participants for their interest in and contribution to the conference, and to the Bureau of Indian Affairs for its support of the project.

Sirarpi Ohannessian
Director
English for Speakers of Other Languages Program

INTRODUCTION

In May 1968 the Bureau of Indian Affairs of the United States Department of the Interior commissioned the Center for Applied Linguistics to organize and conduct two separate meetings of specialists in early childhood education, linguistics, anthropology, and related fields as the first phase of a project for the organization of bilingual kindergartens for Navajo children in the care of the BIA. The meetings were (1) to outline a bilingual kindergarten program in which the Navajo language would be the main medium for kindergarten activities, with oral English being introduced as a subject; and (2) to provide guidelines for the preparation of teachers for such a program. The present report constitutes the summary of the first meeting, held October 11-12, 1968.

The meeting was the direct outcome of the recommendations of The Study of the Problems of Teaching English to American Indians conducted by the Center for Applied Linguistics for the Bureau of Indian Affairs in 1967. This is one of the four interrelated projects designed to improve American Indian education through giving special attention to the teaching of English to American Indians. The other three projects involve the preparation of a series of articles for the classroom teacher, based on contrastive studies between English and three languages spoken natively by children in BIA schools; a newsletter for teachers and others involved with the teaching of English to American Indians in BIA schools; and the organization of a conference of specialists in psycholinguistics, the study of child language, child psychology, Indian cultural anthropology, and related fields to outline feasible research projects to investigate the ways in which the styles of learning employed by Indian groups may be related to the school achievement of the Indian student.

The first planning meeting was held at the Brookings Institution, Washington, D.C., October 11-12, 1968, under the chairmanship of Sirapi Ohannessian, Director, English for Speakers of Other Languages Program, Center for Applied Linguistics. Consultants at the meeting included Milton E. Akers, National Association for the Education of Young Children; Herbert Blatchford, Gallup Indian Community Center; Vera P. John, Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University; Nancy Modiano, School of Education, New York University; Rose R. Olver, Department of Psychology, Amherst College; Muriel R. Saville, Department of English, Texas A&M University; Rudolph C. Troike, Department of English, the University of Texas at Austin; and Oswald Werner, Department of Anthropology, Northwestern University. The Bureau of Indian Affairs was represented by Evelyn Bauer and Tom R. Hopkins of the Curriculum Branch; Wayne Holm, Rock Point Boarding School, Chinle, Arizona; and Faralie S. Spell, Navajo Area Office, Window Rock, Arizona. The meeting was also attended by A. Bruce Gaarder, Richard L. Light, and Mrs. R. George Mylecraine of the Office of Education, and by Daniel P. Dato, School of Languages and Linguistics, Georgetown University. Observers from the Center for Applied Linguistics included John Lotz, Director of the Center, John H. Hammer, Alfred S. Hayes, and Patricia A. Johansen. Recorders were Dorothy A. Pedtke and Bernarda Erwin of the English for Speakers of Other Languages Program.

The morning of the first day of the meeting was devoted to discussions of relevant background to the conference. After welcoming remarks by Dr. Lotz, Miss Ohannessian outlined the purpose of the meeting and gave a summary of the Center's involvement in BIA projects. Mrs. Bauer then outlined the development and current status of the BIA kindergarten program. Next, Dr. Akers described the Dilcon project, a kindergarten teacher training program undertaken for the BIA in the summer of 1968 by the National Association for the Education of Young Children.[1] The Brengelman-Manning kindergarten project in Fresno County, California was then presented by Dr. Saville.[2] Two studies carried out in Mexico, one on reading comprehension and one on cognitive and personality development, were then summarized by Nancy Modiano.[3] Mr. Holm then reported on materials preparation currently contracted by the BIA to Robert Wilson of the University of California at Los Angeles and to Mary Jane Cook of the University of Arizona. Mr. Holm and Dr. John also reported on the Good Samaritan bilingual kindergarten in San Antonio, which combined both Bereiter-Engelmann and traditional kindergarten approaches. Mr. Holm briefly described the teaching of reading in Navajo at Rough Rock Boarding School. He next described bilingual classrooms at the beginners' level at Rock Point Boarding School. Mr. Blatchford commented briefly on the Navajo Community College. Dr. Dato began the afternoon session with a report on his research on the free acquisitions of a second language by young children. The rest of the session was devoted to a discussion of the educational, cultural and linguistic goals for a bilingual program, to the specific goals and content of the curriculum, and to problems related to the use of Navajo as a medium of instruction and to the teaching and use of English in kindergarten activities. An informal evening session for the consultants was devoted to further discussion of goals and approaches.

The Saturday session was devoted to the preparation of Navajo and non-Navajo teachers for the bilingual kindergarten, to the special needs of each as well as to common needs. Recommendations on the curriculum and on the preparation of teachers as well as methods of implementation concluded the afternoon discussions.

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1. See A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach, Preliminary Draft, BIA-NAEYC Kindergarten Training Project, Dilcon School, Summer 1968.

2. See Frederick H. Brengelman and John C. Manning, A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language is Spanish, Washington, D.C.: USOE, 1966; and Muriel R. Saville, Teaching English: A Linguistic Approach to Teaching English as a Second Language to Students Whose Primary Language is Spanish, Washington, D.C.: USOE, 1965.

3. See Nancy Modiano, A Comparative Study of Two Methods of Teaching Reading in the National Language, Washington, D.C.: USOE, 1966; and Nancy Modiano and Michael Maccoby, Cultural and Sociological Factors Relating to Learning Development, Washington, D.C.: USOE, 1968.

CONCLUSIONS & RECOMMENDATIONS

The conference had a particularly challenging task in drawing up recommendations for the planning of bilingual Navajo-English kindergartens since both the idea of kindergartens and the concept of conducting any classroom activity in the mother tongue of the child were very new developments in the BIA educational system. This lack of precedent made it necessary not only to consider the various theoretical and practical aspects of planning a program, but also to include discussions of policy. Although the main task of the meeting was to consider the linguistic aspects of such a program, it had been considered essential in organizing it to draw upon a number of disciplines in order to be able to present a viable and balanced program to the BIA. Consultants therefore included specialists in linguistics, psycholinguistics, Indian culture, early childhood education, child psychology, and the teaching of English as a second language. In addition there were representatives of the Office of Education as well as the Bureau of Indian Affairs. Because of the diversity of background, experience, and interest among the consultants and participants, there were often sharply differing points of view, although there were also wide areas of agreement. The recommendations in the following pages are based on the areas of general agreement, though division of opinion, where relevant, is reflected in the discussions preceding the specific recommendations.

I. RECOMMENDATIONS CONCERNING GENERAL POLICY

The conference was in complete agreement in its endorsement of the concept of bilingual kindergartens for Navajo children. The importance of beginning the child's education in his own language and in his own cultural background, building a sense of security and pride in his own culture, and the need for strengthening this sense of pride were stressed again and again during the conference. Indeed, the conference felt that to be truly effective bilingual education should be extended into the elementary school, though it was realized that attempts to use Navajo at higher levels might increase the already existing problems in the use of Navajo as a medium of instruction, the teaching of Navajo to those who are monolingual in English both in purely Navajo and mixed schools, and the preparation of materials and teachers for instruction in and through the medium of the Navajo language. These problems will be discussed in later parts of this report as they relate to the planning of the various aspects of bilingual kindergartens.

The conference was in equal agreement on the vital importance of involving Navajo parents and the Navajo community in the education of their children and in the decisions as to the type of education that was needed, though it was pointed out that the academic community should not absolve itself of all responsibility. It was also pointed out that there was a great variety of attitudes among Indian parents and leaders towards the teaching of Navajo language and culture in the schools, and that many felt these were better taught by parents at home. Although

some participants felt that there was considerable evidence that Indian parents appreciate bilingual education for their children, others felt that there was insufficient information on what Indian parents really thought on the subject and that further documentation and self-evaluation of the community were needed. Participants felt strongly that the principle of choice for the Indian community should be taken seriously and that provision should be made for elasticity of program and variety of selection whenever possible and that the stated needs and wishes of the Indian community should be taken into account in planning for them.

Members of the BIA present assured the conference of the Bureau's policy that bilingual kindergartens would operate only in areas where they were requested by the local chapter, school board and parents and would be entirely voluntary. Since the project was experimental in nature, the conference felt that it was essential to make every effort to make it a success because on its acceptance would depend not only the future of bilingual kindergartens but also the possibilities for bilingual education at higher levels. The conference agreed that it was essential to provide as much information as possible to parents and the Indian community on what was being planned and to enlist their cooperation from the very start. It was suggested that a publicity drive be launched to explain the purpose and nature of the bilingual kindergarten to the Navajo community. Participants, however, felt that the project should not be presented as a panacea and that care should be taken that the publicity be strictly informational in nature rather than a selling campaign.

The conference was also in agreement that general information on bilingual education, especially for the early levels, would be very helpful in planning bilingual programs for Indians. Within the United States several institutions are collecting information on bilingual programs. In Canada the International Center for Research on Bilingualism at Cité Universitaire in Quebec is a repository for such information. There are also bilingual programs carried out by such countries as Denmark (in Greenland), the USSR, and Mexico. The conference considered that having information on such programs would be of great importance in the planning and carrying out of programs such as the presently contemplated one.

Specific Recommendations on Policy

1. The conference recommends that the BIA sponsor a community-wide survey of the attitudes of Navajo parents and community leaders towards goals and needs in the education of their children in general, and towards the concept of bilingual education in particular, especially at the kindergarten level.

2. The conference recommends that information on the purpose and nature of bilingual kindergartens now being planned for the Navajo community be widely disseminated among the Indian community through (a) a series of three articles commissioned by the BIA to appear in Navajo newspapers; (b) the use of Navajo radio; and (c) addresses by Navajo professionals to chapter meetings.

3. The conference recommends that if it is not already being done, the BIA sponsor a project for the collection of information on international programs for bilingual education at kindergarten and early school levels in countries where a situation similar to that of American Indians obtains.

II. RECOMMENDATIONS CONCERNING THE BILINGUAL CURRICULUM

There was general agreement with the policy that most kindergarten activities should be conducted in the language of the child at the start of the program, and that this language should be the main medium for activity throughout the program. It was also agreed that oral English should be introduced and taught as an integral part of the program in preparation for transition to the English medium instruction which obtains in both state and BIA elementary schools at present. The proportion of Navajo and English to be used for kindergarten activity was discussed, but no conclusions were reached since it was felt that this would depend to a large extent on local circumstances including the amount of English already known by children, the needs of the community, the wishes of parents, the availability of staff and materials, and other considerations. At this point, and at many times during the conference, it was stressed that elasticity and provision of a number of models to choose from should be aimed at.

The conference saw many advantages in the use of the mother tongue as the primary medium of activity. It would make the transition from home to school far less traumatic than if the child was faced with a new language as well as a new environment; it would provide the child with a teacher with whom he could identify both in respect to language and culture; and because of this identification and rapport with the teacher it would provide for greater success in learning even if the teacher were less qualified than one who spoke only English; it would spare the child the burden of acquiring knowledge through a language insufficiently mastered at this critical period in the development of his intelligence; and it would provide a more favorable setting for concept development and cognitive activity in general. As one participant put it, it would keep open the channel of Navajo while it built up the channel of English for the transmission of intellectual information.

A. Goals and Content of the Curriculum and Language Problems

The conference was fortunate in having the preliminary draft of A Kindergarten Curriculum Guide for Indian Children developed by the National Association for the Education of Young Children at Dilcon, with Dr. Mary Lane as coordinator. The Guide served as a background and a point of departure for the discussions on various aspects of the curriculum such as language and concept development through curriculum experiences, the development of natural and physical science concepts, and of social living and mathematical concepts.

Perhaps the most important point that was made during the discussions was the necessity for relating kindergarten activity to the linguistic and cultural background of the child. Classroom activity, it was stressed, should begin with what the child brought with him as experience in situation and content and should be related to the recurrent events of his daily life. There was general agreement that the curriculum should be so planned that it proceeded from Navajo to English in situation and content rather than the reverse, with a caution against starting from a middle class white curriculum and adapting it to Navajo. For example, aspects of the child's culture such as kinship terms and patterns of behavior toward paternal and maternal sides of the family could be used in the development of social science concepts. In teaching the concept of classification one might start with the Navajo verb system in which verbal forms relating to the movement of objects, for instance, involve eleven or more classes, each distinguished by separate groups of stems, including those used for roundish, bulky objects; non-compact or fluffy objects; slender, stiff objects; mushy substances; single, flat, flexible objects; things bundled together to form a pack, and so on.[4] The subtle spatial relations in Navajo could be used in teaching mathematical, especially geometrical (topological), concepts and the notion of 'set' could be based on familiar objects in the classroom and the child's experience. There was general agreement that the curriculum should be so planned as to dignify Navajo life and culture, and enhance the self-concept of the child. As the year progressed, curriculum content might gradually be broadened to include activity through the medium of English as the child learned the new language.

In view of the urgent necessity to plan a bilingual kindergarten program for next year, it was considered very important to give immediate thought to the preparation of materials along the lines suggested above, and under the guidance of specialists. Before recommendations are made, problems related to the use of Navajo as a medium of instruction, the inclusion of Navajo culture in the curriculum, and the teaching of English will be considered.

(a) Problems Related to the Use of Navajo Language

One important problem related to the use of the Navajo language as a medium of instruction was that there was almost no precedent for its use in the formal school situation and very few people with sufficient training and experience to use it in such a situation. Regional variation, apparently mainly at the lexical and to a lesser extent at the phonological levels, generational variation, and the lack of a standard form of the language, as well as lack of much technical vocabulary were serious problems for the presentation of content. Any plans for using the Navajo language for formal instruction in school,

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4. Robert W. Young, English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors, Albuquerque: Navajo Area Office, Division of Education, 1967, pp. 58-60.

therefore, made it necessary to give immediate attention to the question of terminology and building on the resources of Navajo to create technical vocabulary for curriculum development and for the preparation of materials. The conference suggested that consideration be given to the use of tape and video tape as an integral part of materials preparation.

Since the preparation of materials in Navajo presupposes a writing system, the problem of Navajo orthography was discussed at some length. Although some people maintained that only the spoken language should be used at the kindergarten level, others insisted that to communicate effectively with the teacher it was necessary to resort to some written material. Some participants suggested bringing together a number of specialists who had worked on the language to work on a writing system. Others said it was too late to devise another new system and that there were two very similar well established writing systems in both of which there was a considerable body of published material.[5] It was finally suggested that a solution could be reached based on existing scripts and the necessity for adopting an acceptable writing system was agreed upon.

There was some discussion as to whether the curriculum should include a reading readiness component, and if so whether this should be for Navajo or English. The conference assumed that Navajo-speaking children should first learn to read in their own language and that some attention should be given to pre-reading activity at the kindergarten level.

The main problem in reading, however, appeared to be convincing Navajos that it would be worthwhile to become literate in their own language and to overcome their frequent psychological resistance to learning to read and write Navajo. The question of literacy in Navajo will be discussed further in the section on the preparation of teachers.

(b) <u>Problems Related to Incorporating Navajo Culture in the Curriculum</u>

Beside the necessity of basing teaching on the cultural background of the child through adequately prepared materials, the conference was in agreement that there should be deliberate teaching of Navajo culture in the kindergarten. Although it was pointed out that some Navajo parents felt that its teaching could be left to the home, the conference was in general agreement that a systematic presentation of the various aspects of Navajo culture would be very desirable in the kindergarten. For this purpose it was considered necessary to have written and taped materials on Navajo [illegible] for the Navajo teacher. The question of Navajo culture will be discussed further in the section on the preparation of teachers.

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5. The systems mentioned were those used by Robert W. Young and William Morgan, and the almost identical orthography of God Bizáád, the Navajo translation of the Bible.

(c) Problems Related to the Teaching of English

As an integral part of the bilingual program the teaching of English to Navajo children was discussed both from practical and theoretical points of view. As mentioned before, the proportion of time to be devoted to it was briefly discussed with the conclusion that each kindergarten would have to make its own decision based on local conditions. The attitude of parents, some of whom were said to attach considerable importance to the learning of English, was also discussed, and some participants expressed their own convictions that English was of great importance to the Navajo both for his further education and as a means of competing in the wider American community if he so wished.

One practical problem was the fact that children would come to kindergarten with widely varying amounts of English -- some with no English at all and some as monolinguals in English. However, it was felt that even monolinguals in English might need instruction in the language since often they could command only limited levels of it, having acquired it from parents and siblings whose English was faulty.

The area in which there was perhaps least agreement was the problem of how to teach English at kindergarten level. There were those among the participants who believed in a "play" approach to second language teaching at the early childhood level, relying on exposing children to the teacher's language and providing them with experiences, songs, games, and other play activity that would elicit language and participation in activity. There were others who believed in more formal instruction, presenting language through linguistically structured materials with a certain amount of repetitive drill, refrains, etc., but also relying on the situational approach and on songs, games and other activities. In such activities the language presented could be systematically based on the sounds, structures and vocabulary of English to be taught, at the same time taking account of problems of interference from Navajo. There were yet others who felt structuring should take place at a higher level and that the presentation of materials should be controlled on this basis, but it was not made clear what classroom techniques were being advocated for this approach. Since compromise seemed difficult to attain it was suggested that several models be worked out, offering alternative approaches. These models, if put into practice, could form part of a long-term experimental project.

It was the general feeling of the conference that very little was known about the process of second language acquisition at this early age. It was noted that the few existing studies appear to indicate that the learning process is systematic though intake may seem random and each child may appear to be learning differently. It was felt that major research was badly needed in this particular area. The suggestion was made that what research and information is available on second language acquisition at the early childhood level be brought together and presented in simple terms, perhaps in a handbook for the teacher and layman.

One area on which there was agreement was the necessity for drawing up a list of English structures and vocabulary items to be covered during the course of the kindergarten year, with indication of interference

problems from Navajo at phonological, morphological and syntactic levels. The list could perhaps be incorporated in a handbook for teachers and form the basis for the preparation of materials for teaching English to Navajo children. Such materials were judged to be very necessary. (The teaching of English to Navajo children will be taken up again in the section on teacher preparation.)

Specific Recommendations on the Curriculum

4. Since written material in Navajo will be necessary both for purposes of curriculum development and teacher training, the conference recommends that the BIA appoint a small committee of linguists and qualified Indian educators to agree on an orthography that may be adopted for use in the BIA educational system. The conference suggests that existing scripts in which a sizeable amount of literature exists be considered for adoption or adaptation.

5. The conference recommends that as a first step towards the development of a curriculum in which the Navajo language will be the medium of instruction at the kindergarten level the BIA appoint a Navajo Curriculum Committee with representation from the Tribal Education Committee and including specialists in linguistics, Indian culture, and early childhood education to guide the development of such a curriculum and eventually the preparation of materials in Navajo.

The specific tasks of the Committee would be to appoint a number of subcommittees to work on the following areas and to guide their work:

(a) The drawing up of a list of terms and technical vocabulary that may be needed for use in the various areas of the curriculum, and to agree on the adoption of various terms.

(b) The development of curriculum content in the several areas of kindergarten work. The conference urges that the work be based on the linguistic and cultural background of the child and be carried out on the lines suggested in the discussions above.

(c) The development of materials for each area of the curriculum for the use of the teacher, with accompanying suggestions on techniques of classroom presentation and, where necessary, tapes and video tapes.

6. The conference recommends that the BIA take immediate steps towards the development of an English curriculum embodying a list of structures and vocabulary items of the language that should be covered in the first year of oral English for the Navajo kindergarten child. The conference believes that preparation of actual materials for oral English based on the specific problems of Navajo children, with suggestions for classroom activity to the teacher, would be of immense help to the kindergarten program. It suggests that such preparation be undertaken as soon as possible.

7. The conference recommends that the BIA sponsor a long-term research and experimentation project on the problem of second language acquisition at the early childhood level. Since such research is of vital importance for all bilingual projects in the country, the conference suggests that funds be sought from other government agencies and departments such as the Office of Education, the Office of Economic Opportunity, as well as private sources such as foundations.

8. The conference recommends that the findings of research carried out so far on second language acquisition by pre-school children be collected and presented in non-technical language for the use of teachers.

III. THE PREPARATION OF TEACHERS

The conference assumed that it would be necessary to prepare two categories of teachers for a bilingual kindergarten: the first would be prepared to teach through the medium of the Navajo language and to be responsible for the teaching of Navajo culture, and the second to teach English and conduct some teaching through the medium of English. They are referred to as "Navajo" and "non-Navajo", respectively, in this report.[6] The time envisaged for the training program was approximately six weeks in the summer of 1969.

Discussions ranged over a very wide area, concentrating mainly on the various components of the training program, but also including the problem of staff for the training program, policy matters of recruitment and selection, and follow up. The discussions were not always realistic in terms of what could be achieved within the limited period of six weeks of training and with the resources presently available for such training. In summarizing the discussions the following paragraphs will again concentrate on the linguistic and cultural aspects of the training program, but will also attempt to present some points of view regarding other policy matters.

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6. The relative position, title, and responsibility of the Navajo and non-Navajo teachers in actual kindergartens after training came up many times during the discussions and there was considerable vacillation as to who would fill what position. It was assumed that the person with greater responsibility (i.e., in general the Navajo teacher) would be the "teacher" and the one with less responsibility the "aide". (The possibility of having "resource interns" was also mentioned.) However, it was realized that there would be problems of relative amounts of previous education, professional training, civil service status and other factors to be taken into account in each particular case. It was pointed out that there would be a certain amount of variation in pattern, and that staff in both categories might be members of the Navajo community. This report refers to people being trained for either category as "teachers" or "trainees".

Components of the Training Program

(a) The Navajo Language

The Navajo Teacher. Discussions on the curriculum made it evident that one of the first requirements of the Navajo teacher would be literacy in his own language. His training, therefore, should include the development of a high degree of literacy in Navajo. For this purpose the conference felt that it would be necessary to collect or prepare graded reading materials.* (The suggestion was made that such materials could also be used with groups of parents who wished to become literate in their own language.)

In addition, the conference felt that the Navajo teacher should study the oral form of his language and acquire some sophistication in its grammatical structure, not only to gain an understanding of how it works, but also to develop a sense of introspection about it, and to enhance his pride in it.

The Non-Navajo Teacher. The conference felt that all non-Navajo teachers should be given instruction in the Navajo language. The purpose of this would be: to give them a means of communication with children and parents; to subject them to a language learning situation which would help them to gain insight into the feelings of the Navajo child learning a new language; to show them techniques of teaching a new language which they could then apply to their teaching of English; and to help them acquire an understanding of the way the Navajo language works. The conference felt strongly that a knowledge of Navajo on the part of the non-Navajo teacher would have very beneficial effects on the children, the other members of staff and the Navajo community.

(b) Navajo Culture

Most participants felt that formal instruction in Navajo culture should form part of the preparation of both Navajo and non-Navajo teachers since the former would have the responsibility of teaching it, and the latter would need it for an understanding of the background of the children they taught. The conference was in general agreement that to be able to present his culture systematically and effectively, the Navajo teacher would need assistance because his own concept of this culture might not necessarily be broad or deep enough. The conference was also agreed that it would be necessary to prepare materials systematically presenting Navajo culture (with accompanying tapes and video tapes), perhaps in the form of a handbook for teachers. It was suggested that such materials could be based on existing information and could be gathered from members of the Navajo community in various areas of the reservation.

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*A self-instructional book on Navajo literacy is now being prepared by Oswald Werner and associates. It will be based on experience with A Programmed Guide to Navajo Transcription which was prepared for graduate students in anthropology by Kenneth Y. Begishe, Jeannette Frank and Oswald Werner at Tsegi Trading Post, Tonalea, Arizona, in 1967.

It was also agreed that a bibliography listing sources of information on Navajo culture for both teachers and lay people would be useful. It was reported that at present there was an extensive Tribal Centennial Bibliography at the Navajo Tribal Museum at Window Rock. This bibliography, which at present contains thousands of entries, could form the basis for a list of materials specially selected for teachers which could include information on the availability of titles in paperback editions.

(c) Language Orientation

Although there was some division of opinion as to whether teachers should be given any instruction in the basic concepts of linguistics and their relation and application to problems of language use and language teaching, there was general agreement that both Navajo and non-Navajo teachers would benefit from a general language orientation course, with a carefully chosen minimum of theory supported by practice. It was suggested that a suitable model might be William Moulton's A Linguistic Guide to Language Learning[7] and that practical work could in part be based on a comparison of English and Navajo so designed as to give some understanding of the major interference problems from Navajo for Navajo learners of English, and from English for those trying to learn Navajo.

(d) The Teaching of English to Navajo Children

The conference was in agreement that the methodology of teaching English to speakers of Navajo at the kindergarten level should form an integral part of the training of the non-Navajo teacher. However, as noted above, there was considerable division of opinion as to how a second language should be taught at this early level. The conference in general was reluctant to recommend any one approach. It was realized that between the two extremes of a completely unstructed "play" approach and the very rigid approach that relies solely on structure drill and no other activity there was a variety of possible approaches that could combine elements from both. However, some participants maintained that rather than compromise, those in charge of the training of BIA kindergarten teachers should develop several alternative approaches to the teaching of English to young speakers of Navajo. The use of several alternative approaches in the same training program was also suggested. It was realized that there would be problems of materials, personnel, and time, as well as finance for such a policy and it was suggested that the BIA make long-term plans for the development of flexible and alternative approaches to the teaching of English in the training of its kindergarten teachers.

The suggestion was also made that for the immediate needs of next summer one or two people with training and experience in English as a second language with young children and an understanding of the structure of the Navajo language be called upon as resource persons to develop

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7. William G. Moulton, A Linguistic Guide to Language Learning, New York: Modern Language Association of America, 1966.

a short-term methodology course for use in next summer's training program. It was urged that the course be related both to the curriculum content for English recommended above and, where relevant, to the methodology used in the teaching of Navajo to the non-Navajo teacher.

(e) Early Childhood Education

There was full agreement that a course in the principles of early childhood education would be necessary both for the Navajo and non-Navajo teacher. In the presentation of such a course it was suggested that attention be given to child rearing practices among the Navajo.

The question that aroused most interest was whether this course should be offfered in English, or in Navajo. It was assumed by most participants that some Navajo would be used in discussions of curriculum content and in connection with classroom procedures, but many thought it would be unrealistic to try to use Navajo in the presentation of the principles of early childhood education considering the lack of materials and personnel to do this effectively. Participants in favor of Navajo maintained that formal terminology offers no barrier to the consideration of child development programs for early childhood education and that the content of such programs could be presented in very simple terms, with no complex terminology. They held that the course would be more a question of eliciting than of formal instruction, and that it would be as easy to present it in Navajo as in English. It was also felt that expressing these concepts in Navajo would prepare teachers for answering questions of monolingual parents. This question of the use of Navajo in teacher training is discussed briefly in the section under staffing.

(f) Practical Experience

The conference recognized the necessity for practical experience for both Navajo and non-Navajo trainees. Such experience should include guided observation of both video-taped and actual classrooms, lesson planning and preparation and actual classroom teaching by trainees. Classroom teaching should be followed by careful analysis and evaluation of techniques and procedures used.

B. Staffing the Training Program

It was assumed that each of the first five components of the training program discussed above would need qualified and experienced professional people to offer the courses and supervise the practical work related to them.

The recommendation by some participants to use Navajo as a medium of instruction in the training of teachers raised some very difficult staffing problems. Although most participants agreed that such use would have many advantages, a number of them had grave misgivings about the practicability of it for next summer's training program. The lack of materials and of an extensive terminology for formal education were grave enough problems, but they also pointed out that it would be very difficult to find qualified professional Navajo-speaking people to be

responsible for the various components of training, and even if such people were available, it would still mean a dual program, one in English for the non-Navajo speaking trainees and another in Navajo for the Navajo speakers. Indeed, some participants felt that attempting teacher preparation through the medium of a language in which there was as yet no established terminology or literature might still be premature and too ambitious, and noted that failure could prejudice the success of future bilingual education for American Indians in general.

Some aspects of the training program would, of necessity, involve the use of Navajo as pointed out in the discussions above on early childhood education. It was also suggested that if funds and qualified personnel were available, courses such as those on Navajo culture could be offered in two languages.

The conference suggested that the BIA make long-term plans for the preparation of Navajo professional personnel to conduct teacher training in their own language through providing opportunities for one or two years of professional training in kindergarten work to promising Navajos in institutions with recognized standing in this field. A consortium of universities which could maintain sustained interest in the area was suggested. It was also suggested that the new Community College on the reservation might in time develop into a teacher training institution.

The conference was in full agreement with the BIA representatives that whenever possible qualified and experienced Navajo personnel should be used for the various aspects of the training program.

A number of participants felt that parent involvement in the training program would be desirable, but that it had accompanying problems related to budget and planning their involvement. The advantage of such involvement, it was maintained, would be to give the children confidence in the school and to create a feeling of mutual respect and accomodation between parents and teachers. Though the conference was in general agreement that the ties between the home and the school life of the child should be kept close, no specific task was outlined for parents as part of the training program.

C. Recruitment and Selection of Trainees

The conference was in agreement that the Navajo community should be involved in selecting the teachers to be trained, especially the Navajo teachers. It was agreed that both the local chapter and the school board should be involved in the selection, perhaps through participating in a local advisory board for each kindergarten. It was suggested that guidelines be drawn up to assist the community in teacher selection.

Criteria suggested for the selection of both Navajo and non-Navajo teachers for training included the following: the teacher should have a native or near native proficiency in the language in which he was expected to work; he should, if possible, have a B.A. in elementary education (but not to the exclusion of other fields) or the equivalent

in teaching experience; he should like young children and have ability to communicate with them and members of the community in which he worked; he should be interested in curriculum development and curriculum reform.

It was realized that there might be problems in the recruitment of Navajo teachers for training since there was a shortage of suitable candidates to choose from. It was pointed out that there would be problems in choosing teachers from outside each community and that there would also be practical problems of civil service regulations which would have to be taken into account in the movement or dismissal of teachers. One source of recruitment suggested was teachers now employed in kindergartens of the Navajo Reservation.

For the recruitment of non-Navajo teachers it was suggested that graduate students from universities with interests and involvement in the education of young children be considered. Other sources suggested were Peace Corps volunteers, the Teacher Corps and VISTA workers. It was suggested that the American Anthropological Association, the National Education Association, and departments of education at various universities be asked for help in locating suitable candidates.

The conference urged that the recruitment and selection of trainees take place well in advance of the summer.

D. Follow-up to Training

The conference was in agreement that follow-up on the six-week summer training would be necessary and that it would be important to have at least one workshop organized during the following year. December was suggested as a suitable time. More intensive, sustained, in-service training throughout the year was also recommended.

Specific Recommendations on Teacher Training

9. The conference recommends that the BIA sponsor the collection or the preparation of graded reading materials to be used in a Navajo literacy course for the preparation of teachers.

10. The conference recommends that the BIA sponsor the preparation of materials presenting Navajo culture in a systematic way for the use of kindergarten teacher tainees and those responsible for their training. It suggests that such materials have accompanying tapes and video tapes.

11. The conference recommends that the BIA sponsor the preparation of a bibliography on Navajo culture for the use of the teacher trainees and those responsible for their training. It suggests that such a project use the Navajo Tribal Centennial Bibliography as a basis which is regularly updated by the staff of the Tribal Museum.

12. The conference recommends that the BIA encourage experimentation in the methodology of second language teaching through the development

and use of several approaches to the teaching of English in its kindergartens.

13. The conference recommends that the BIA immediately appoint one or two specialists with experience in English as a second language and an understanding of the structure of the Navajo language to develop a methodology course in the teaching of English to young Navajo children for use in the training program being planned for the summer of 1969.

14. The conference recommends that the BIA provide opportunities for long-term training in kindergarten work to promising Navajos at institutions with recognized standing in this field.

IV. IMPLEMENTATION OF RECOMMENDATIONS

The conference recommends that the BIA set up a schedule of activities for tasks that have to be accomplished in preparation for the 1969 summer program.

The tasks that need immediate attention are embodied in Specific Recommendations 1, 2, 4, 5, 6, 9, 10, and 13.

The conference recommends that the BIA decide, as soon as possible, which of these tasks can be accomplished by its own staff and which need consultant help, and take immediate steps to recruit and appoint consultants for those tasks that need assistance from specialists outside the BIA.